

## The Influence of Parental Attachment to Career Maturity with Self Efficacy as Mediator

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### Article Info

#### History Articles

Received:  
March 2018  
Accepted:  
April 2018  
Published:  
June 2018

#### Keywords:

career maturity,  
parental attachment,  
self efficacy

#### DOI

<https://doi.org/10.15294/jubk.v7i1.22490>

### Abstract

This study aims to obtain empirical data and ensure the significance between *parental attachment* and analyze *self efficacy* as a mediation variable on career maturity. The research design used is correlational research design with a sample of 323 students selected by using sample random sampling technique. Data collection using the Inventory of Parent and Peer Attachment (IPPA) instruments, Career Decision Self Efficacy Scale-Short Form (CDSE-SF), and Career Maturity Scale. The mediator analysis technique uses corrected bootstrap method (N = 5000) with 95% confidential interval in PROCESS software. The results showed that *Parental attachment* through *self efficacy* has an influence on career maturity. The conclusion is that *parental attachment* has a significant indirect effect on career maturity.

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## INTRODUCTION

Career maturity (Super, 1955; Brown & Lent, 2012) is defined as attitude and cognitive readiness in terms of planning and exploring the future and work. The cognitive in question is having knowledge of the job and how to make good career decisions, (Super, 1955; Brown & Lent, 2012). Levinson, et al. (1998) defines career maturity as an individual's ability to make a realistic and stable career choice by realizing what is needed in making an estimate of career decisions. Furthermore (Super, 1974b; Savickas, 2001) also defines that career maturity is someone success in completing the task of typical vocational development for a particular stage of development. The aspects that affects career maturity according to (Super, 1974b; Savickas, 2001) are career planning, career exploration, information competence and decision making.

Some opinions of experts it can be interpreted that, if the criteria in the career maturity that has been mentioned less owned or even not owned by individuals then it can indicate their career maturity is low or they do not have career maturity. The low maturity of a career can lead to a mistake in making career decisions because they have no knowledge of themselves (skills and potential) and knowledge of the work of course. Because selection and career preparation is one of the most important developmental tasks that can affect the whole of someone's future, then if successful candidates complete their developmental tasks it will make them be happy. On the contrary, if someone fails, it can make them unhappy, arise from society, and have difficulty in the task of further development (Havighurst, 1953).

Among students, the ability to plan a career is still a problem. Crites (1978a) based on his study of some research findings in America found that about 30% of individuals in secondary schools and colleges have not yet decided on their career choices. While Marr (1965) found that 50% of subjects did not make a career decision until they were 21 years old. Another study from Herr, et al (2004) found 48% of male students and

61% of female students having problems in career choice and planning.

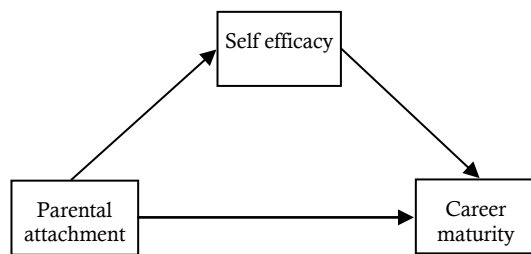
Based on the results of preliminary observations research on 50 students of the Education Science Faculty of Semarang State University found that there are 37 (thirty seven) students still have not determined their career choices and 13 (thirteen) students have determined their career choices. It means that 74% of the students of the Educational Sciences Faculty at Semarang State University have not yet mapped out their career and that it can hamper their career maturity. Next diagram from the results of the researcher's initial observation of 50 students of Education Science Faculty of Semarang State University.

Students in their quest for desirable careers require considerable effort, from planning, exploring, gathering information and crystallizing the information to specific career choices. Therefore, it is necessary to believe in the individual so that the career can be achieved well. Blustein, et al (1995) identified attachment to parents as a supplementation mechanism for adolescents who face fears, losses, and anxieties associated with career development, decision making, and limitations. In their research they suggest that parental attachment can foster teenage development while exploring a career. Survey conducted by Shin & Seo in (2006) revealed that friend attachment and self-efficacy do not directly affect adolescent activity. Even self-efficacy has also contributed to various aspects of career development, Lee, et al. (2015). Lee, et al. (2015) also showed in his research that the level of self-efficacy during youth has a remarkable effect on their career maturity.

With the phenomenon and differences in the results of research on parental attachment to career maturity, the researchers add self-efficacy as mediation variable parental attachment to career maturity. This research is expected to contribute to related institutions such as colleges, schools, or to counselors in terms of early detection of parental attachments that are indirectly suspected to have an effect on individual career maturity.

## METHODS

The design used in this research is correlational research design. The design of correlational research is one of the analytical techniques in statistics used to find the relationship between two variables that are quantitative. The relationship of these two variables can occur because of a causal relationship or it could happen by chance alone. Two variables are said to be correlated if changes in one variable are followed by changes in another variable regularly in the same direction (positive correlation) or opposite (negative correlation).



Picture 1. Research Design

The Population in this research is all student of Education Science Faculty Semarang State University on level bachelor. The total population is 4605 people from 6 (six) study programs at the Education science Faculty Semarang State University. Sampling in this study using Simple Random sampling technique, which is a type of probability sampling, where researchers in selecting samples by providing equal opportunity to all members of the population to be defined as members of the sample. The sample determination was calculated based on the determination table of the number of samples from the specified population developed from Isaac and Michael with error rate of 5% and obtained sample of 323 samples.

In this research instruments used are IPPA (Inventory of Parent and Peer Attachment), CDSES-SF (career decision self-efficacy scale-short form), and Career Maturity Inventory. Before inventory is distributed to respondents, researcher back translate first with the help of linguists registered in one of the institutions

because all the instrument is the adoption instrument and then the back translate result is adjusted back to the condition or condition in Indonesia so that the question or statement on the inventory can be easily understood by the respondent later before submitted to the validator expert to be validated. If the validation process has been completed and has received permission from the expert validator for use then the researchers use the inventory to be distributed to the respondents/sample research.

The inventory of career maturity used by researchers was proposed by Super (1990) which has been modified by Crites & Savickas (2011) and the 24 items and has 4 aspects of Concern (concern) with 6 items about ( $R_{\text{counting}}$  ranges 0.450-0.698;  $R_{\text{table}}$  0,378) is valid, Curiosity with 6 items of matter ( $R_{\text{counting}}$  ranges from 0.466-0.515;  $R_{\text{table}}$  0,378) is valid, Confidence with 6 items of sola ( $R_{\text{counting}}$  ranges from 0.527-0,847;  $R_{\text{table}}$  0,378) is valid, and Consultation) with 6 items about ( $R_{\text{counting}}$  ranged from 0.479-0.592;  $R_{\text{table}}$  0,378) is valid and inventory of reliable career maturity with criterion cronbach alpha 0,744 > 0,70. IPPA inventory is then used to assess adolescent perceptions about their positive or negative relationships to parents. This inventory was adopted from Bowlby that was modified by Greenberg, et al (2009). IPPA amounted to 50 items and has 3 aspects of the level of mutual trust with 20 items about ( $R_{\text{counting}}$  ranging from 0.486-0.757;  $R_{\text{table}}$  0.378) otherwise valid, the quality of communication with 18 items about ( $R_{\text{counting}}$  ranged from 0.470-0.682;  $R_{\text{table}}$  0.378) is declared valid, anger and alienation with 12 item about ( $R_{\text{counting}}$  ranged from 0.461 to 0.640;  $R_{\text{table}}$  0.378) was valid and IPPA was reliably with Cronbach alpha criteria of 0.749 > 0.70. Furthermore CDSES-SF scale was used to reveal how high the self-efficacy of the research subjects was. This scale was adopted from Taylor & Beltz (1983) in which the scale was used to assess the success rate with respect to 5 (five) dimensions of career decision making and amounted to 25 items of question. The five dimensions in question are self-assessment with 5 items about ( $R_{\text{counting}}$  ranging from 0.448-0.664;  $R_{\text{table}}$  0,378) stated valid, job information with 5 items about ( $R_{\text{counting}}$  ranges from

0.548-0.755;  $R_{table}$  0,378) declared valid, selection of destination with 5 items about ( $R_{counting\ ranges}$  from 0.479-0.856;  $R_{table}$  0,378) is valid, plotted with 5 items ( $R_{counting\ ranges}$  from 0.639-0.794;  $R_{table}$  0,378) is valid, and problem solving with 5 items about ( $R_{counting\ ranges}$  from 0.445-0.844;  $R_{table}$  0,378) is valid and reliable scale with Cronbach alpha criteria of  $0.752 > 0.70$ .

**RESULTS AND DISCUSSION**

Based on the results of descriptive statistical data to obtain results that the maturity of a career measured using the instrument of career overall maturity has a score ( $M = 13.7$ ,  $SD = 4.72$ ), then on parental attachment obtained scores ( $M = 163.2$ ,  $SD = 27.37$ ), and self-efficacy that became the mediating variable in the study scored ( $M = 84.2$ ,  $SD = 15.5$ ). From the table also shows the minimum results obtained on career maturity variables (13.7) and maximum on parental attachment variable (163.2). The minimum value is the lowest value for each variable and the maximum value is the highest value for each variable in the study. The following correlation results direct influence between variables:

**Table 1.** Results of Correlation of Directly Influence Variable

	PA	SE	CM
PA			
SE	0,259		
CM	0,324	0,490	
Mean	1,632	84,20	13,74
SD	27,37	15,57	4,720

Information:  
 PA = parental attachment  
 SE = self efficacy  
 CM = career maturity

The data analysis used is the method of analysis of template mediator/model 4 developed by Hayes (2013). Based on the results of the summary model of self-efficacy and outcome of Career Maturity is known that the two paths, path 1 is outcome  $X_m$  significant with the value of  $F(1.321) = 23.1445$ ,  $R = 0.2593$  ( $p < 0.01$ ) and  $X_y$  significant with value of  $F(2.320) = 62.6538$ ,  $R = 0.5305$  ( $p < 0.01$ ). Multiple correlation coefficient/double correlation ( $R$ ) shows the direction and strength of the relationship between two independent variables together or more with one dependent variable, double correlation ( $R$ ) is also defined as a measure to measure the level of linear relationship between the dependent variable with all independent variables together.

**Tabel 2.** Matrix Interkorelasi

Predictors	$\beta$	t	p	R	$R^2$	F	p	Se	LLCI (95%)	ULCI (95%)
<i>Kriterium: SE</i>				0.26	0.7	23.14	< 0.01			
PA	0.15	4.81	< 0.01					0.03	0.09	0.21
<i>Kriterium: CM</i>				0.53	0.28	62.65	< 0.01			
PA	0.04	4.31	< 0.01					0.008	0.02	0.53
SE	0.13	0.15	< 0.01					0.015	0.10	0.16
TE	0.05	6.14	< 0.01					0.01	0.074	0.012
Ind	0.112							0.025	0.0648	0.162

Information:  
 PA= parental attachment  
 SE= self efficacy  
 TE= total effect  
 Ind= indirect

Based on table 2 result of path 1 (outcome M/self-efficacy) analysis it can be understood that parental attachment with self-efficacy has significant effect. Parental attachment variables significantly influence self-efficacy can be explained by ( $\beta = 0.1476$ ;  $t_{(321)} = 4.8109$ ; and

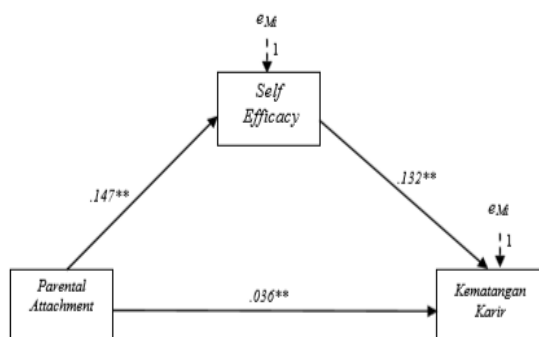
$p < 0.01$ ). By reading the result  $\beta = 0.1476$ , it means that parental attachment has both positive effect on self-efficacy of 14.76%. In table 1 shows result of path 2 analysis (Outcome Y/Maturity of Career, that self-efficacy with result ( $\beta = 0.1317$ ;  $t_{(320)} = 8.8594$ ;  $p < 0.01$ ) The result of  $\beta = 0.1317$

indicates that both correlation are positive which means that self-efficacy has significant influence on career maturity that is equal to 13.2%. In table 1 also show that parental attachment, with result ( $\beta = 0.0365$ ;  $t_{(320)} = 4.3108$ ;  $p < 0.01$ ) The result of  $\beta = 0.0365$  indicates that correlation is positive which means that parental attachment has significant influence on maturity career of 3.7%

Based on the results if data can be seen that outcome  $Xy$  significant with the value of  $F_{(1,321)} = 37.7142$ ,  $R = 0.3242$  ( $p < 0.01$ ). Multiple correlation coefficient/double correlation ( $R$ ) shows the direction and strength of the relationship between two independent variables together or more with one dependent variable, double correlation ( $R$ ) is also defined as a measure to measure the level of linear relationship between the dependent variable with all independent variables together.

Based on the next result as a result of total effect (outcome  $Y$ /Maturity Career) it can be seen that parental attachment with career maturity significantly influence. Parental attachment variables significantly influence the maturity of the caries can be explained by ( $\beta = 0.0559$ ;  $t_{(321)} = 6.1412$ ; and  $p < 0.01$ ). By reading the result of  $\beta = 0.0559$ , it means that parental attachment has both positive effect on self-efficacy of 5.6%.

To summarize the results of the research data, the following is presented in the picture of the results of the data and the influence of variables that appear on line 1 of the outcome  $M$  and line 2 namely the outcome  $Y$  and outcome  $Y$  total effect.



Picture 2. Result of Statistical Diagram

Table 2 shows the results of the mediator variable test using corrected bootstrap method

$N = 5000$ . From the bootstrapping result, the true indirect effect estimation with 95% confidence interval ranged from 0.0648 - 0.1628 ( $\beta = 0.112$ ) to the parental attachment. From these results it can be proven that parental attachment value is proved that all levels of condition have significant value which is indicated by the value of bootstrapping LLCI (lower limit confidence interval) and ULCI bootstrapping (upper limit confidence interval) shows equally positive values. In addition to ensuring the mediator effect by looking at the values of LLCI and ULCI, there is no value 0 in the confidence interval then it can be concluded that the indirect effect is significant at 5% significance level. By showing the results proved that parental attachment significant effect on career maturity through self-efficacy as a mediator at Education science faculty students of Semarang State University.

By reading the results on the influence of parental attachment to career maturity through self-efficacy has a meaning that the influence of both positive which means if the student has a high parental attachment then the student has a high career maturity as well, otherwise if it has a low parental attachment then the student has a career maturity The results of this study are in line with the research of Lee, et al (2015) who found that parental attachment affects career maturity. In the results of Lee's research, et al (2015) also showed that the influence of parental attachment to career maturity can be seen clearly through the mediation variable that is self-efficacy. Through this study Lee, et al. (2015) describes the level of career maturity among Korean youth.

By using the theory of parental attachment, his research is able to show a good explanation of career maturity among Korean youth. The study also concluded that the majority of students who has good relationships with their parents will significantly improve their career maturity upon entering college. Bowlby explains in his theory, how the types of attachments in each stage of a person's development, whether from infancy, children, adolescence and adulthood. For the adolescent stage (Bowlby, 1988, Brian, et al. 2012) states that over the life span of adolescents need support for self exploration as well as

achievement of developmental tasks. Bowlby also explained that attachment to parents is also very important for teenagers in the face of new transitions and situations. Blustein, et al. (1995) identified parental attachment as a mechanism of supplementation for adolescents in dealing with fears, losses, and anxieties associated with career development and decision making. They suggest that parental attachments can be built in order to foster the development of adolescent adaptive identity as they explore their careers.

In the application of parental attachment theory in guidance and counseling Pawl (in Pfaller, 2016) suggests to parents to apply the theory of attachment in their children. Pawl (in Pfaller, 2016) also adds that school counselors can use the theory by modifying it with other theories in school counseling practice. This is recommended because according to the report (Lieberman & Pawl, 1988; Pfaller, 1996) that the attachment of parents and other positive family members will lead to a response in which it will greatly assist the counselor in identifying or assisting clients who have problems with parental attachment.

Based on table 1 it can be seen that the direct effect between self-efficacy on career maturity is significant, with the value of  $\beta = 0.1317$ ;  $t_{(320)} = 8.8594$ ;  $p < 0.01$ . In addition, the value of LLCI (Lower limit confidence interval) and ULCI value (Upper limit confidence interval) show equally positive results and the results indicate that the value is significant. From the above explanation can be shown that the proven that self-efficacy has a significant effect on career maturity in education science faculty students of Semarang State University.

By reading the results on the direct influence of self-efficacy on career maturity, it has a meaning that the influence of both positive which means that if students have high self-efficacy then students have high career maturity as well, otherwise if have low self-efficacy then students have a career maturity low. This is in line with Hee & Min Research (2012) using career maturity in adolescents as dependent variable and self-efficacy career as independent variable. The results showed that there was a significant direct

impact between self-efficacy on career maturity. The results of Kardoyo & Larasati (2016) showed that there is influence of self-efficacy to career maturity.

Bandura (1997), in his theory suggests that Self-efficacy is an individual belief in the ability to organize and conduct a series of activities that demand an achievement or achievement. While Friedman & Schustack (2008) define self-efficacy as a belief (expectancy) about how far an individual is capable of performing one behavior in a given situation. In line with the expert opinion above, Woolfolk (2009) considers that self-efficacy refers to the individual's knowledge of his or her own ability to accomplish certain tasks without comparing with the abilities of others. Self-efficacy refers to the belief in the extent to which individuals estimate their ability to perform tasks or perform a task necessary to achieve a particular outcome, (Bandura, 1997; Techatassanasoontorn & Tanvisuth, 2008). The belief in all these abilities includes self-confidence, adaptability, intelligence and capacity to act in stressful situations. Self-efficacy will gradually evolve and gradually grow as the ability increases and increases in related experiences. Reivich & Shatte (2002) define self-efficacy as a belief in one's own ability to deal with and solve problems effectively. Self-efficacy also means belief in oneself is successful and successful. According Mayers (1996) self-efficacy relates to how a person feels able to do something.

Students with high self-efficacy, but expectations of low outcomes tend to study hard and seek more information about the careers they are interested in, because self-efficacy is high enough to change the individual's view of low expectations into high expectations. Meanwhile, students who has low self-efficacy but has high expectations of the results, tend to give up before knowing its ability, consequently always felt unable to do his duties such as learning, following extracurricular, organizing and so on (Shunck, et al, 2002).

## CONCLUSION

In this conclusion of final result it can be concluded that parental attachment through self-efficacy significantly influence the maturity of the career of Education Science Faculty students of Semarang State University, and self-efficacy proved to have a significant effect on the maturity of the career of Education Science Faculty students of Semarang State University.

It is suggested to add samples and other variables related to career maturity either independent variable, dependent, mediator, or addition of moderator variable, so that result can be comparison for further research.

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